

## The Use of PPP Model In Enhancing the Students' Speaking Ability

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**Abstract:** Speaking is the ability to pronounce words in order to convey or stated intention, ideas, thoughts, feeling and difficult to deal with students. There are some problems as causes of the students' difficulties in speaking, such as they are afraid of making mistake, less confidence, seldom to communicate and cannot express their ideas. To solve the problems, the researcher suggests the use of PPP Model in learning process. Based on the previous explanation, the researcher formulates the objective of the research is to find out whether or not the speaking ability of the seventh grade students of SMP Negeri 9 Parepare can enhance through the Use of PPP Model In this research, the researcher applied quasi-experimental design, with two group namely experimental class and control class. The samples was chosen using cluster random sampling technique. The total numbers of sample were consisted of 55 students from two classes taken from the population of the seventh grade students of SMP Negeri 9 Parepare. The instrument used in this research was speaking test by record the students' utterance. The data were analyzed by using t-test formula. The result of the data analyzed shows that the students' speaking ability improved significantly. It was showed by the mean score of pre-test was 45.33 and the post-test was 72.83. Besides, the mean score of the students in post-test (72.83) was higher than the *Kriteria Ketuntasan Minimal* (71) in SMP Negeri 9 Parepare and include good classification base on *Dirjen Pendidikan Dasar dan Menengah* (2005). In the same line, the result of t-test value was 2.102 and t-table value was 2.004 in post-test. It means that the t-test value (2.102) was higher than t-table value (2.004). Those indicate that  $H_1$  was accepted and  $H_0$  was rejected. It also shows there is a significant difference between the speaking ability of the students who were taught through the Use of PPP Model and the speaking ability of the students who were taught by Discovery Learning Model (Conventional Ways).

**Keywords:** Model, The Use of PPP Model, Speaking.

## 1. Introduction

Speaking is the ability to pronounce words in order to convey or stated intention, ideas, thoughts and feelings that are compiled and developed in accordance with the needs of the good listener in order to be delivered can be understood by the good listener. The main goal of talks is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the message in question can be understood, and on the other hand Speaking is an activity communicate based on three important aspects i.e. sound, wording, and submission of meaning. Speaking skills is one of the things that are very important for us because sometimes we have a lot of stuff or a lot of brilliant ideas in our minds but it is very difficult for us to delivers. Speaking is a way to bring message from one person to another in order to interact with someone. Communication will not be running well without speaking (Aswad 2017).

So, to be able to develop our speaking ability in the English language need to enrich the vocabulary and embrace the practice.

Therefore, the researcher chooses the speaking ability is one skill that needs to be improved because it is "interpreted as a delivery of one's intentions (ideas, thoughts, content) to others by using spoken language so that the meaning can be understood by others" according to by Haryadi and Zamzani (2000: 72). speaking ability can be improved through habits and exercises to develop pronunciation and increase vocabulary memorization. Additional khansir's et.al journal, according to Hinkel (2005) "defined speaking as a process of oral production of

language that is one of the principal language skills among four traditional skills. Teaching, learning, and testing speaking in language education is arguably a difficult job" (Celce-Murcia & Olshtain, 2001). The mastery of speaking skills in English is a priority for many second or foreign language learners. Profound knowledge of oral strategies helps foreign language learners negotiate meaning and solve any communication problem.

The first distinction between order and sequence of language acquisition was made by Ellis (2008) to "determine which linguistic features were adopted before the other and through many hypothesis and theories has resulted in differentiation of language acquisition development and the development of patterns between the first language learning and the second language". Processability theory is a recent theory which was introduced by Pienemann (1988) which states that language acquisition procedures pass through various stages and each stage has a strict parameter of structures that can be comprehended by relevance to their current stage of language acquisition. Based on the theory of the Processability, second language learners produce and understand linguistic elements that can be processed at one time by the language processor in the memory.

Based on teaching experience at SMP Negeri 9 Parepare. The researcher found that students' English proficiency, especially in seventh grade is categorized as very low. This is evidenced by the results of student learning in describing people, animals, and things by monologue and pair performance in front of the class only 4 students from class VII.3 and 4 students from grade VII.5 who scored above 71 KKM scores. so it

needs to be improved as an opinion from Tarigan (1981: 15) that speech articulation or to speak a talk for expressing an idea and a message.

Additional speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact and to communicate their ideas, feelings, thoughts, as well as their wishes to the others. then by using PPP (Presentation, Practice, and Production) Model in teaching the ability to speak in accordance with the wishes and needs of students. the learning model is a series of approaches, methods, strategies, and techniques into a unified whole. Thus, the learning model is basically a form of learning illustrated from beginning to end that is typically presented by educators or teachers known as the PPP (Presentation, Practice, and Production) Model.

Based on the statement of background and the researcher's observation, the researcher intended to Use of PPP (Presentation, Practice, and Production) Model in Enhancing the Students' Speaking Ability of the Seventh Grade SMP Negeri 9 Parepare.

## **2. Research Method**

In this research to know the objective of the research, researcher used quasi-experimental research design which consists of experimental class and control class which in experimental class the researcher applied PPP Model and in control class the researcher used Discovery Learning Model (Conventional Ways) as treatment for four meetings. It also consists of one pre-test before giving the treatment and one post-test after giving treatment. The population of this research was the Seventh grade students of SMP

Negeri 9 Parepare, which consisted of six classes. Therefore the total numbers of population was 191 students. To determine sample, the researcher used cluster random sampling technique. This technique was chosen because the number of population was large. It aimed to got two classes from population representing the experimental and control classes. It was decided that the VII.5 class was the experimental class and VII.3 class was the control class. The total sample was 55 students. The researcher used speaking test as instrument to measure the speaking ability of the students. In test, the students monolog performance to described about the pictures had prepared by the researcher. For maximalization of valuing process, the researcher had been recorded the students' utterance when describing. The themes for pre-test were my lovely cat, my golden fish, my rabbit, my dog, panda and elephant. Meanwhile, the themes for post test was my rabbit.

## **3. Findings**

The rate percentages of the students' speaking ability for both classes in pre-test were not too different. In experimental class there is no any students got very good and good classification, only 2 students (6.67%) got fair classification, 28 students (93.33%) got poor classification. Meanwhile in control class also show there is no any student got very good and good classification, only 1 student (3.70%) got fair classification, 26 students (96.30%) got poor classification. It can be concluded that students in both classes were still low in speaking ability.

Meanwhile in post-test, the rate percentages of the students' speaking ability for both classes were

enhanced. For both classes there is no any students got very poor classification. However, the improvement was different. The students in experimental class had better improvement than the students in control class. In experimental class sixteen students (53.33%) got good classification, fourteen students (46.67%) got fair classification. Meanwhile in control class only 6 students (22.22%) got good classification, 21 students (77.78%), got fair classification. It meant that there was significant difference between the speaking ability of the students who were taught through the use of PPP Model and the students who were taught by Discovery Learning Model.

Besides, the mean score for both classes had little different, although it was not too different, but it concluded if the mean score in control class (48.80) was higher than the students in experimental class (45.33). While in post test, the mean score for both classes were improved after got treatments. However, the improvement was different. The students' mean score in experimental class (72.83) improved significantly after taught material by using PPP Model. In other hand, the students' mean score in control class (70.09) also improved but not significant after taught material by using Discovery Learning Model. Form the result of mean score for both classes, it determine the gain scores in experimental class (27.5) higher than the gain score in control class (21.29). It meant that the improvement in experimental class was more significant than control class. Therefore, the students who were taught through the use of PPP Model got higher improvement in speaking than the students who were taught by using Discovery Learning Model.

In other hand, the result of t-test formula shows t-table value (2.004) was higher than t-test value (-1.983) in pre-test. While, in post-test shows that t-test value (2.102) was higher than t-table value (2.004). So, the researcher concluded there is significant difference between the speaking ability of the students who are taught through the use of PPP Model and the speaking ability of the students who are taught by using Discovery Learning Model.

#### **4. Discussion**

The researcher found out the students's speaking ability was low, it showed when the researcher observed at seventh grade SMPN 9 Parepare. So, the researcher formulated the title the use of PPP Model in enhancing the students's speaking ability of the seventh grade SMPN 9 Parepare. Additional, when the researcher collected data in pretest both of groups the researcher found out the students's poor clasification but after giving treatment the researcher collected data in posstest both of the groups there is significant different improvement. It was conducted to Lou and Willis (2004) when the researcher followed some steps to make sure students's speaking ability can be improved and there are similar opinions who disclosed (Richards, 1998. In a typical lesson according to the situational approach as know a three phase sequence is PPP cycle, Rod and Naksuko, 2013. He proposed that the teacher plays the role of an informant in the presentaion, practice and production stage). Thus, the use of PPP Model at seventh grade SMPN 9 Parepare was successful to improving the students's speaking ability.

The other findings to improving the students's speaking ability when the researcher

applied the treatment in both of groups. The researcher tried to make the students's be habits to express the simple conversation be in accordance Nunan (2003) states that teaching speaking is sometimes considered a simple process likes if the student need to permit says "excuse me sir I'm wanna going to toilet" and the other hand when the researcher gove question like "Do you undertand or do you get the points?". So, automatically there is simple convertation between the researcher and the students. The additinal, when the researcher gove exercises to develop students's pronunciation it's means that after the researcher pronounce the word or the sentences followed by the students. In this case applied in the first steps of PPP Model. It is conducted to Haryadi and Zamzani (2000) state that students's speaking ability can be improved through habits and excercise to develop pronunciation and increase vocabulary memorarization. Therefore, this research supports some previous research findings used similar model and which one skill such as Saroh (2013) and Suprpti (2014) with different research design it can be improved students's speaking ability of the seveth grade SMPN 9 Parepare. But, the other researchers used PPP Model in teaching process with different skill likes sosiowati and Satyawati et. al. (2016), Phoung (2014). Their researcher was successful to improving students's writing ability and writing performance. It can conclud that PPP Model can improvement the students's speaking ability and writing ability.

In the other hands, speaking ability can development and improvement with different strategies such as Putri (2017) in her research Peer Instruction Mehtod and Mawardi (2017) in his

research Implementing Story Telling Activities was successful to improving the students's speaking ability in senior high scholl level. But, in this researcher was successful in enhancing the students's speaking ability used PPP Model at seventh grade junior high school level. So, it means that PPP Model appropriate to use in teaching process especially in seventh grade SMPN 9 Parepare.

The researcher found out on scoring, when the researcher applied this research, the score of the students in experimental class and control class were improving. Of course, there were different improvements for both clases. The students speaking ability in experimental class got better or significant improvement than the students speaking ability in control class, it was proved by the result when the researcher gave test, the gain improvement score in experimental class was (27.5), it was from the score of pre test (45.33) to the score of post test (72.83). Besides, the standar deviation in experimental class also saw a good developed, the standard deviation was decrease from (7.42) to (8.22). While in control class the gain improvement only (21.29) it was from the score of pre test (48.80) to the sore of post test (70.09), then the standard deviation saw a bad developed, the standard deviation was increased from (5.65) to (7.18).

In the same line, as a final result for this research, the researcher found if the result computation of t-test was -1.983 for pre-test and 2.102 for post- test. If we consulted with the t-table value with the degree of freedom (df)  $N_1 - N_2 - 2$ , there were significantly different. This indicates that the null hypothesis (Ho) was rejected and alternative hypothesis ( ) was



accepted because t-test value (2.102) is higher than t-table value (2.004). It means that the seventh grade students of SMP Negeri 9 Parepare could improve their speaking ability through use of Presentation, Practice and Production Model.

## 5. Conclusion And Suggestion

Based on the result of data analysis and the discussion in the previous, the researcher presents the conclusion in the following statement the use of PPP Model enhance the students speaking ability of the seventh grade SMP Negeri 9 Parepare. So, the researcher put forward some suggestions. Firstly, the English teacher should try to use of PPP Model in speaking class. Secondly, students should spend a lot of time to practice speaking and build up their confidence and vocabularies. Thirdly, next researcher is suggested to find a new model that can enhance the students' speaking ability by using this research as reference in find it.

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